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Social Activities for Rural Schools

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Social Activities for Rural Schools

FOREWORD.

The report of the Country Life Commission and the results of observations made by students of the social conditions of rural communities have emphasized the need of a more active play spirit throughout the entire rural community. The position of the country school, being as it is an organization non-sectarian and purely democratic in its conception and at the same time actively in contact with most rural homes, through the medium of the children in the school, seems a very useful but at present little used, agency for infusing new life and vigor into the social activities of the rural community at large. To assist teachers who desire to undertake work of this kind, the rural department presents the material of this bulletin.

Miss Addie M. Ayer, supervisor of Rural Training Schools, has gathered a wealth of material which should enable a progressive teacher to make specific plans for almost any type of community social activity. It is hoped that this bulletin will prove of valuable assistance to country teachers.

EARL S. WOOSTER,

Dean of Rural Department.

SOCIAL ACTIVITIES IN RURAL SCHOOLS

The need of more social life in country communities is acknowledged by everyone and particularly by the country people themselves as is shown in the report of the Country Life Commission. It is a recognized fact that the lack of social intercourse is one of the principal causes of the farm owners moving to town in such numbers and the dissatisfaction and and restlessness of the young people of rural districts. Because the nature of farm life tends toward routine and because there has been such a lack of neighborhood gatherings, leadership has not been developed as in urban communities. What is everybody's business is nobody's business and the slow growth of country life can be traced to that fact rather than to the inferior intelligence of rural population.

The Teacher's Responsibility

Because of the teacher's position as the leader of children, she is often looked up to by the whole community as the one "to start things" of a social nature. That fact is not appreciated by the young teacher, who as a student and follower most of her life, is suddenly placed into a position of authority. Wherever an endeavor has been made to bring people together for social life, appreciation of her efforts has been shown by a general and enthusiastic response. If a teacher understands and is in sympathy with country life and has a clear vision of what the local district may become, there is no end of good that will grow from such a leadership. As one teacher said, "We may be pardoned for making mistakes but we cannot be excused for not taking some initiative." She should have faith as expressed by Miss Carney in the Country Life Creed given in her book *Country Life and the Country School*.

"I believe that the great underlying problem of country life is the problem of keeping a standard people upon our farms.

To solve this problem I believe it is necessary to make country life fully satisfying.

This satisfaction, I believe farmers will bring to themselves through learning to cooperate in the upbuilding of a complete community life.

Great agencies are already established and more or less adequately furnishing as instruments of cooperation and community building. Chief among these are the home, the country church, the farmers' organization, and the country school.

Of these I believe the school to be temporarily first in leadership and influence because cooperation is a question of education, and education is the special responsibility of the school.

I believe that in communities where homes are defective, churches closed, and farmers' organizations wanting, the school may become the agency of progress toward all improvement, even teaching the service of other institutions and leading the service of other institutions and leading to their establishment and regeneration.

I believe that the school can do yet more; that it can also teach the necessity of its own redirection and upbuilding.

But back of this program of action stands the country teacher. For her I believe, in a type of training that will supply this information, the special adaptability, and, above all, the vision, to make this end attainable.

In her and in her ability to justify the responsibility thus placed upon her, I also believe.

Therefore, my conclusion of belief in the leadership of the country teacher and in the teachers office as a chief immediate factor in the solution of the farm problem."

Leadership

It may seem that the organization of social life is one more burden placed on the already over-worked rural teacher but she needs the social contact and recreation as much as the children and patrons and if her initiative is well directed the responsibility will not fall heavily upon anyone. With a little executive ability and a good deal of tact, all the latent capacities of the neighborhood will be employed and new leaders will be discovered. In an address on the Social Center made by President Wilson he said of this hidden talent for leadership: "Do you look to the ranks of the men already established in authority to contribute sons to lead the next generation? They may, sometimes they do, but you can't count on them, and what you are constantly depending on is the rise out of the ranks of unknown men, the discovery of men whom you have passed by, the sudden disclosure of capacity you had not dreamed of, the emergence of somebody from some place of which you had thought the least, of some man unanointed from on high, to do the thing that the generation calls for. Who would have looked to see Lincoln save a nation? Who that knew Lincoln as a lad and a youth and a young man—but all the while there was springing up in him as if he were connected with the very soil itself, the sap of a nation, the vision of a great people, a sympathy so ingrained and intimate with the common run of men that he was like the people impersonated sublimated, touched with genius. And it is to such sources that we must always look."

Democratic Spirit of Country Life

Country people are naturally democratic and there is no danger of an organization being the opposite if the leader is tactful. In some small towns mistakes have been made in allowing class or sectarian spirit to creep into the social life and those who have needed the neighborhood contact most have been barred from such activities. Nearly everyone likes to have a part in things whether he acknowledges it or not and because that fact has not been recognized there has been a multiplicity of churches and in most sections we are further from church union than ever before. The teacher, as a leader, must appreciate the danger of an undemocratic social organization and try to reach all in the community by appealing to the common interests and diversified talents. There should be a study of local conditions to find what the common interests are before any start is made. The nationality of the people should be taken into consideration. A colonial supper would probably not interest Scandinavians while an evening of Swedish folk dances might meet the hearty support of all. In a district where the majority of patrons are of foreign birth, their best national literature, music and customs should be familiar to the teacher. Talks on Mona Lisa or Literature of the Elizabethan Era would not draw out many country people over rough roads on a cold night while in other communities, programs of intellectual or cultural nature might appeal to the people more than anything else.

Sources of Suggestions for Entertainments

There are often good suggestions for unique entertainments and programs in *The Ladies' Home Journal*, *Woman's Home Companion*, and some educational and farm magazines. It is well to keep a collection of the best ones and from several sources get ideas that can be adapted to the neighborhood gatherings. What a surprise there would be in some districts, if there should be some other form of entertainment than the basket social. Probably curiosity, if nothing else, would bring out the people in a body. If one purpose of a social event is to raise money for needed school improvements, the entertainment should be of such a nature that it will appeal to old and young alike.

Two Kinds of Social Activities

The social activities of a neighborhood may come under two heads. Of the first class are single entertainments such as socials and special play programs. Of the second kind are the permanent or continuous organizations such as a Country Life Club, Grange

or Debating Society. The first may be used as an opening wedge for the second. It gives the new teacher an opportunity to get acquainted, to decide on what kind of an organization would appeal to the people and to pick out the ones who appear to be leaders or seem to have some talent. It also gives the people a chance to meet the new teacher and if her program has been a success and she is a good "mixer" they will have confidence in her executive ability and leadership.

Special Day Programs

Of the single entertainments, one of the most common forms is the celebration of special days such as Hallowe'en, Thanksgiving, Christmas, Arbor Day, etc. One advantage of such entertainments is that the work may be correlated with regular school work so that it will not be necessary to take much extra time in its preparation in or out of school hours. If there is no such correlation there is no reason for taking school time for rehearsing, which is often carried to excess. If the selections are not worth while educationally or otherwise there is no excuse for them being on the program. Even in some well known teachers' magazines there are trashy suggestions such as parodies on old folk and patriotic songs and poems of questionable value which are usually by anonymous authors. They belong to the same class as the dime novel and rag-time music. As there are enough good stories, poems and songs to fit such occasions, why introduce the other kind? Most teachers would like to have some new forms of celebration but do not know what to put in nor where to get material so the old type of school program goes on—"speaking pieces" and reciting dialogues.

This is an age of pageants and although the rural school may not be able to realize such an ambitious performance, still the pageant idea can be successfully adapted to country school conditions as shown in articles on plays and pageants in some of the recent numbers of *Primary Education* (See bibliography). The more the play element is brought into the school program the better and though the recitations of literary value should not be done away with, yet there are other forms of entertainment that have as much merit and are more interesting to both performers and audience.

Correlation with School Work

If children have been trained as a part of their regular school work to dramatize their stories and reading lessons, such as *The Three Bears*, *The Little Red Hen*, *Cinderella*, etc., these may be used as a part of the program for the public. Some entertain-

ments may be an outgrowth of the work in geography and history, local or otherwise. In one rural school where such material was utilized, the children of the four upper grades worked out scenes from the term's work in history so that the tableaux were such subjects as Siegfried, Napoleon at St. Helena, Sir Walter Raleigh and Queen Elizabeth, Pocahontas saving the life of John Smith, Miles Standish and the Indian, Pilgrims going to church, A Colonial minuet, and Boys of '76. The pupils of the primary grade represented children of other lands—Eskimo, Swiss, Dutch, Scotch, and Japanese. The simple costumes were made by the children and their mothers from ideas which they got from illustrations in text and library books. Between each tableau, a pupil told a simple account or story of the next picture and in some cases the graphophone played appropriate music. This successful entertainment was gotten up in less than a week and no time was taken from school hours for rehearsals for it was an outgrowth of the regular school work.

One of the most effective kinds of tableaux is the representation of famous pictures such as Boughton's Pilgrim pictures, Breton's Song of the Lark, Millet's The Angelus, Millet's The Gleaners, Whistler's Portrait of His Mother, Van Dyke's Baby Stuart and Reynold's Age of Innocence. These should be posed behind a large frame made for the purpose, over which is stretched very thin black gauze or mosquito netting dyed a violet color to give the picture the effect of an oil-painting. The lights in the room should be turned out and those in back of the scenes should be from the side and out of view of the audience. There should be an evening rehearsal to experiment on posing and lighting. Readings from the poets make a set of lovely pictures. Sometimes one poem will provide material for the whole evening and in others, only a few lines should be selected for which an illustration may be posed. Tennyson's The Day Dream, Longfellow's Hiawatha, Lowell's The Courtier, Whittier's Snow-Bound and Dickens' Christmas Carol furnish good subjects for tableaux. Pictures from Mother Goose are good for children's tableaux.

Shadow Pictures, Charades, Etc.

Shadow pictures are always popular and easily managed. Tennyson's The Beggar Maid, Lowell's The Courtin', Mother Goose rhymes and the children's song, "Here We Go around the Barberry Bush" are easily illustrated on the shadow screen.

Charades, travel parties, anagrams, book games and guessing games furnish amusement at informal gatherings. Guests may be asked to come to represent book titles as, When Knighthood was in Flower, The Light that Failed, Old Maids' Paradise, Little Women, Red Rock, Middle march, and Lavender and Old Lave or

they may be asked to represent popular literary characters. Barbara Frietchie and her flag, Rip Van Winkle waking from his sleep, Samantha and Joshia with their carpet bags and Portia in her lawyer's robes are easily posed. Guests at a children's party may be asked to represent the characters in Mother Goose. Fairs, lawn fetes and parties of other nations have not been worn threadbare in the country as in the city. For a Japanese fair decorate with paper wisteria or cherry blossoms. For a Dutch fair or Kirmis the decorations should be in Delft blues and tulips. Directions for making paper flowers are found in the Dennison catalog (Dennison Co., Boston, Mass.)

Amateur Theatricals

One of the greatest sources of amusement and recreation is amateur theatricals, which may be used as a part of the Literary Society program. The choice of manager is very important as he should possess firmness, good judgment and tact and, if possible, have previous experience. Though excellent results have been obtained in rural communities in such ambitious performances as Shakespeare's plays, it is usually better to select those within the ordinary range of acting, staging and costuming. Twenty Minutes under an Umbrella, Dinner at Six, What Happened to Jones, Money, A Night Off, The Old Garden and A Scrap of Paper are all within the power of the average amateur abilities. For children, Little Men, Little Women, Hiawatha, Nathan Hale, Man Without a Country, and Rose of Old Plymouth supply good plays that may be correlated with the school work. For foot-lights provide several small tin lamps with reflectors and a wire netting placed around them to protect gowns and stage properties from the danger of catching fire. Carriage-lamps make good side lights which, when covered with colored paper give any necessary color effect.

One excellent phase of language work for middle and upper grades is the writing of simple plays for dramatization and if well planned is not beyond the abilities of country school children. If they are being written with a purpose—to act later—good results will be obtained. The following list of stories for dramatization, which may be used with or without the formal written words, is given by Mrs. Howard Beaucher in Problems of Dramatic Play:

Cinderella	Eleven Wild Swans
Sleeping Beauty	Red Shoes
Hansel and Gretel	The Cat and the Parrot
Jack and the Beanstalk	The Golden Goose
Snow-white	King Arthur and Excalibur
Elves and the Shoemaker	The Hole in the Dyke

Special Day Celebrations

Columbus Day—Much has been written in the last few years about the celebration of Columbus Day. Many October magazines give suggestions. Whether or not this day is celebrated for the benefit of the public, it gives a splendid opportunity to teach history. How much time is wasted in school trying to get children to remember a few facts of Columbus' life and discoveries, while an understanding and appreciation of the life of the fifteenth century, Columbus' great courage and the importance of his discoveries would be lasting if taught by means of simple pageants, tableaux or plays as suggested in some of the magazine articles listed in bibliography.

Hallowe'en—The first special day that is informally celebrated during the school year is Hallowe'en. It gives the new teacher an opportunity to get acquainted and the combination of harvest festival and the Hallowe'en tricks and games forms an excellent celebration. Guests may be asked to come dressed to represent some fruit, vegetable or grain and prizes may be given for the best costume. The school room or hall may be decorated with cornshucks, wreaths of alfalfa, sheaves of wheat, dried grasses, pumpkins, festoons of corn, and black silhouettes of witches and cats. Lights may be furnished by candles in pumpkin Jack-o'-lanterns and in holders of turnips and potatoes. If there is room, the usual Hallowe'en games and tricks may be played or an appropriate program may be given.

Thanksgiving—If the children have been studying Indian and Puritan Life and customs, this is a good time to correlate the celebration with the school work. Scenes from Hiawatha, the first Thanksgiving, tableaux of Puritan life in England, Holland and America may be given. School histories, post cards and November magazines will give suggestions for costuming.

Christmas—It is customary in many districts of the State to have the principal school event of the year at this time. The original meaning of the day is often lost sight of by too much emphasis on Santa Claus. The story of the first Christmas, good Christmas legends such as those by Eugene Field, the old songs, hymns and poems should not be forgotten in planning a program. The origin of Christmas customs may be used to advantage. "The use of mistletoe is a legacy from the Druid of pagan days; stocking-hanging is said to be of Italian origin; England contributes the plum pudding; and

Santa Claus comes from Holland, where the Dutch children place their wooden shoes instead of their stockings as receptacles for gifts." The account of the Christmas celebration in other lands is given in *The Plan Book* by Marion George, published by A. Flanagan & Co., Chicago. One of the most popular old customs which is being revived is the singing of Christmas carols by children outside the homes of the "shut-ins". During the last few years the municipal Christmas tree has been very popular in the large cities of the country. This would be feasible in some districts and more satisfactory than an indoor program if the school house is very small. It is a beautiful custom that is worth introducing into the country.

Lincoln's and Washington's Birthdays—It is only recently that much attention has been paid to Lincoln's Birthday though there is no other American who appeals to country people as Lincoln. There is little available material to aid in such a celebration. Some have successfully combined the two days in one program and any appropriate patriotic songs, stories, poems, dialogues, and plays were used. Historical tableaux or tableaux representing famous historical pictures could be used to advantage. A fancy dress Washington's Birthday social or colonial supper is usually successful for an informal evening gathering. This celebration gives occasion to teach our patriotic songs with a real purpose. It is a deplorable fact that Americans do not know their national songs and that seldom can a crowd of old or young people be found who know the words of *America* and *Star Spangled Banner*. This is a good season of the year for this generation of teachers to correct that national fault.

Arbor Day—Of all special days this one should not be neglected by the country school. It is a day for doing not simply reciting a lot of sentiment about what should be done. Here is an opportunity to appeal to rural community pride by interesting pupils and patrons in beautifying the school grounds and other public places. We hear so much of civic improvements but as in the case of rural social life, there is no one to lead in improving aesthetic conditions in the country. Let the American teacher pattern after the European school-master and be a force in inculcating neighborhood responsibility in this phase of the country life movement. Plans should be made weeks ahead. Class room instruction should be given in tree and shrub planting. The interest and enthusiasm of the pupils in beautifying the school and home grounds should be aroused to a high pitch. Plans may be made for screening unsightly outbuildings. There

may be discussions on simple landscape gardening. (See farmers' Bulletins 185, Beautifying the Home Grounds and 134, Tree Planting on Rural School Grounds). Plans of the school grounds may be made as a part of the arithmetic and drawing lessons. The neglect of teachers, trustees and patrons in caring for rural school grounds is well summed up in *Country Life and the Country School*—"Just why trees, shrubs and flowers will not grow on school grounds is something of an agricultural mystery. When land that raises eighty bushels of corn on one side of a fence, refuses to nourish a bed of tulips or a few shrubs on the other side, we must, of force, conclude that something else, or the lack of something else enters into the balance against the school yard."

Invite parents and home folks to the work of Arbor Day and make it a community exercise. The men may come in the morning to work and women come with lunch baskets at noon and stay till the exercises are over. Plan to have taken pictures of children and parents while the improvement work is going on. A suggestive program taken from a New Jersey Arbor Day bulletin is given in the appendix. In gathering material, use poems, songs, etc., that are not only nature selections but those that will give country children a special appreciation of farm life. Much of the program should be a summary of the year's work in nature and agriculture. If the teacher can arouse the spirit of the *Country Boy's Creed* by Edwin Osgood Grover she will be a blessing to the community.

"I believe that the country, which God made, is more beautiful than the City, which man made; that life out-of-doors and in touch with the earth is the natural life of man. I believe that work is work wherever we find it, but that work with Nature is more inspiring than work with the most intricate machinery. I believe that the dignity of labor depends not on what you do, but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city; that life is larger and freer and happier on the farm than in the town; that my success depends not upon my location, but upon myself—not upon my dreams, but upon what I actually do—not upon luck, but upon pluck. I believe in working when you work, and in playing when you play, and in giving and demanding a square deal in every act of life."

Peace Day, May 18—This comes about the time of the close of many rural schools and this celebration may be used as a fitting close of the school year. Every teacher should in

some way, cooperate with the American School Peace League in promoting the cause of International Peace. Material for program may be procured from the International School of Peace, 29a Beacon Street, Boston, Massachusetts. (See bibliography).

Play Picnic and Spring Festival

The spring of the year is the time for the out-of-door festival and picnic. The country is never more beautiful and more ambitious productions may be undertaken out-of-doors than in a crowded school room. The many imperfections in acting are not as noticeable in the open. Splendid suggestions for such celebrations have been given in recent school and home magazines. In a community where the children are of foreign parentage, the play festival is an opportunity to help preserve some of the best old-world customs and tie together the interests of school and home. Experience has proven that a kindlier feeling, a broader understanding and a more patriotic spirit has developed among our immigrant population from the revival of the old customs, folk songs, stories and dances. Why shouldn't a school made up of Norwegian children celebrate their national day, Frihedsday on May 17th? Will the Fourth of July be less highly regarded? The play festival day may be just a community picnic or more elaborate arrangements may be made by having a definite program of folk dances, drills, plays and athletic contests in which old and young may take part. (See appendix for programs of Rural School Game Contest and Field Day and Play Picnic for Country Children). If this celebration comes in May, it may be a May Festival with the crowning of the queen and the Maypole dance as the special features. (See appendix for program). Simple costumes are easily made and help to give gay and festive atmosphere to the occasion. In most communities a piano or organ may be procured though a graphophone is very good for the purpose since the Victor Talking Machine Company has put out so many good machines and folk dance records. In one rural school where it was impossible to procure a musical instrument for a May Fete, the children played on combs as an accompaniment for the folk dances. (A Rural School May Festival, School Arts Book, April, 1912). The program for this occasion may be historical, a phase of Idaho life that has been neglected in the schools and in the homes. Local and State history may be worked up into tableaux or pageant form. Primitive Indian life, scenes from Lewis and Clarke's expedition, Sacajawea, the first settlement of Idaho, and the discovery of gold could be worked up into a picturesque

and instructive program. In one rural school Hiawatha was dramatized on the edge of some beautiful woods. One of the best magazine articles that has been published recently on an outdoor entertainment for little people is the Mother Goose's Moving-Picture Show in the Ladies Home Journal, July, 1913.

Continuous Organizations

Now let us consider the organization of permanent societies or clubs with the school as the social center. With most teachers "the spirit is willing but the flesh is weak." The most successful community work in one county of the state is being done by a teacher whose predecessor said that it was impossible to arouse any interests in clubs in that district. If a teacher does not make the mistake of starting too many lines of new work but instead concentrates her interest and time to make a few progressive movements go through, there is not much danger of failure. Watch for your opportunity and when it comes, seize it. One rural teacher found her chance at a neighborhood prayer meeting while the congregation were waiting for the minister to arrive. She had been looking for a psychological moment in which to propose a plan which she had had in mind for some time and she lost no time in making the most of the minister's tardiness. For twenty minutes she talked on the benefits and need of a Literary and Debating Society and as a result one was organized then and there.

In planning a young people's club it is best to keep the sexes separate from twelve to eighteen. Their interests are different during the adolescent period and the responsibility of chaperoning them is too great for a young teacher, though a neighborhood organization where old and young take part usually works out successfully. There is a great need for some form of social club life for both children and adults and the teacher, who recognizes this, accepts conditions as they exist, and tries to fit the community needs by taking steps to organize some form of social life, is a big factor in the rural life movement.

The Boy Scouts

In rural schools, where men are in charge, there is a big field for them in organizing boys' or young men's clubs, such as the Boy Scouts, Athletic Associations, Young Men's Christian Association or Debating Society. It may be necessary to combine two or more districts to get enough boys who are near of an age. In planning a Boy Scout organization, the leader should become familiar with the history, purpose and rules of the

association. If properly conducted and the leader is a clean, manly fellow whom all the boys respect and obey, there is no end of good that may come from such a movement. Every school should have The Boy Scout Book published by Doubleday, Page & Co., whether there is such an organization or not. Boys who are interested in this movement should read Ernest Thompson Seton's Two Little Savages. One or more of Seton's books should be in every school library.

Young Men's Christian Association

During the last few years the Young Men's Christian Association has become quite popular in many rural or semi-rural communities. In every neighborhood there are young men who are too old to go to the country school and do not have the ambition or means to attend a high school, which may be several miles away. There are country loafers as well as city loafers and unless there is a purpose in the way young men spend their leisure hours they may become morbid and develop evil tendencies. For such, the Young Men's Christian Association meets a great need. "This whole organization is based upon the principle that what is done for men and communities weakens them but what they do for themselves is sure to strengthen." Information in regard to the Country Department and the organization of a rural branch association may be obtained from the central office which is located at 124 East Twenty-eighth street, New York with Mr. Albert E. Roberts as International Secretary. The magazine, Rural Manhood, published by that association should be in every country home. Such an association may be the outgrowth of an Athletic Club which is one of the easiest means of interesting boys in social activities. In several counties of Idaho, the County Superintendent has dignified the work by making it a county movement. In districts where there is no hall for basket-ball and other games and the climate will not permit outdoor practice during winter months, snow-shoeing, skating and skeeing may take the place of athletic games. If there is no place for skating it may be possible to flood a field to be converted into a skating rink.

Musical Organizations

In nearly every community there is quite a good deal of musical talent and many own instruments though few play well as there is no incentive to practice. If the teacher is musical and can lead, the organization of a neighborhood orchestra would meet a need and would be greatly appreciated. Even if the

teacher is unable to act as leader, he may find some one in the neighborhood who can. A great deal has been done in city social centers to develop latent musical talent but as in everything else, the country has been slow in seeing its possibilities. With a little initiative and musical appreciation a girls' chorus could be formed that would take the place of the old time singing school. If there is no instrument in the school house they might meet in some home where they could be accompanied. Wonderfully good work is being done by Rev. E. C. Knapp of the Inland Empire Sunday School Association in organizing Junior Choirs for the practice of standard anthems and selections from the best operas and oratorios. This is a movement that should spread to the country districts and is entirely feasible in many neighborhoods. If the young people can not read music the simplest of these selections may be learned by rote. (See appendix for program of Junior Choir music). What a pleasure it would be to hear American children singing selections from good operas instead of trashy popular songs. Cantatas and old folk song concerts are always popular.

Camp Fire Girls

An association which corresponds to the Boy Scout movement is the Camp Fire Girls, an international organization for girls of twelve years and over, though younger girls may become "Blue Birds," an auxiliary association. "With the new consciousness of freedom and community obligations that is growing among women, it seems to be imperative and inevitable that there should be more organized work done for and by girls and women. The fundamental purpose of the Camp Fire Girls is to make drudgery romantic, to find some measurement of the work which girls do, to encourage 'team play,' and to bring about beautiful social relations in the home and in the community." The right kind of a teacher would find an appreciative response if such a movement were attempted. The Book of the Camp Fire Girls, published by George H. Doran Company, New York, gives the necessary information.

Other Girl's Clubs

In some rural districts successful girls' clubs have been formed, sometimes with the teacher as leader but sometimes some other woman can be found. Where the State Sewing or Bread clubs have been formed, it would be a good plan to have one evening of the week or Saturday afternoon for an informal meeting of the club at which time instruction may be given

along domestic science or domestic art lines. There may be a reading or story telling hour. Bread making or sewing contests in one district or between neighboring districts add interest. There is such a lack of good literature in the country and so few of the young people have the reading habit, a reading circle would fill a need. Every district should procure a traveling library. Write to the State Library Commission of Boise for information.

Literary Societies

Of the social activities of the continuous class the Literary Society is the most common in the country and because it has been so popular for years, it is one of the easiest ways of bringing both old and young together for regular weekly or fortnightly meetings. In some sections of the country Country Life clubs have taken the place of the old-time "Literaries," about the only difference is that the first considers all phases of country life and its problems and is therefore a little nearer the interests of the people than the literary society. A club naturally takes to parliamentary law. There is not so much danger in the lack of formality in the proceedings as in the waste of time over details of form and business so that the meetings drag and because dull and uninteresting (See appendix for constitution and by-laws). It will not do for the club to devote itself to one kind of program but debates, readings, spelling "bees," mock trials, amateur theatricals, indoor and outdoor games and entertainments should alternate. A diversity of interests and talents makes this rule almost necessary for such a club to hold the people long. Topics of neighborhood interests, as the good road movement and community improvements, should be discussed. If the district has a traveling library and there is a good collection of farmers' bulletins in the school and home (see appendix), they will be useful in furnishing reference material. There are usually people in near-by towns and state institutions who are willing to give their services as lecturers on agriculture or other topics. Readers and musicians may sometimes be procured for their expenses.

There should be debates on subjects of both local and national interest. Of the latter class there is danger of selecting topics that are "over-the-heads" of the debators and that require so much preparation that failure is almost sure to follow. However, most country people of the present day read and think about many live national issues and they should be encouraged to express their opinions in debates. The following topics should be of general interest to city and country folk alike:

- 1 The Monroe Doctrine should be continued as a part of the permanent foreign policy of the United States.
- 2 The government should buy and operate the railroads of the United States.
- 3 The United States should admit the Chinese on equal terms with other immigrants.
- 4 Suffrage should be restricted by an educational test.
- 5 The conditions in Idaho are better because of woman suffrage.

Subjects of local interest usually prove to be popular and should be given an important place on the program. The following are suggested:

- 1 Life in the Country is to be preferred to that of the city.
- 2 Diversified farming is more profitable than a one-crop system.
- 3 The climate of _____ district is too cold to raise corn.
- 4 Birds are more injurious to farm crops than insects.
- 5 Poultry raising is more profitable than hogs.
- 6 A new school house should be built.
- 7 Districts number and should be consolidated.
- 8 The housefly is more injurious to the human race than smallpox.

Woman's Clubs

Probably no member of the farm home needs the social life and neighborhood contact as much as the wife and mother, who, because of the nature of her work, is the most shut-in member of the family. "In the past twenty-five years, every bit of farm work has been revolutionized; not a thing is done on the modern farm as it was twenty-five years ago. But what about the farm home? The home keeper is still cooking her meals and washing her dishes three times a day in about the same way that her grandmother did. The house is lighted and heated in much the same way as in her grandmother's time. The time is coming when the farm women will be relieved from the drudgery and isolation that is sending so many of them to the insane asylum." The neighborhood gatherings in which she takes a prominent part is one of the quickest and surest ways of the farm wife coming into her own.

Mr. O. J. Kern, formerly superintendent of Winnebago County, Illinois, once said, "The two greatest forces in the improvement of country life are the country home and the country school, the mother and the teacher." Prof. Bailey in his book, "The Country Life Movement," calls attention to woman's work and responsibility in the rural life movement in these words: "On the women depend to a greater degree than we realize the nature and extent of the movement for a better country life, wholly aside from their personal influence as members of families. Farming is a co-partnership business. It follows, then, that if the farming business is to contribute to the redirection of country life, the woman has responsibilities as well as the man." The teacher is to be congratulated if she can organize the busy

mothers into some sort of a society that will contribute to their happiness and culture or lighten their burdens. In one small village a Nature Club and a Current Events Club flourished for years. In another small town the women organized a library which was supported by them and in fourteen years they had purchased over 1500 books and erected a fine library building.

An informal Book and Needle Club would appeal to very busy mothers. The members might take turns reading aloud while others sewed. In Gillette's Constructive Rural Sociology the following topics are suggested for Woman's Club programs. The numbers in parenthesis refer to farmers' bulletins on those subjects.

- 1 Economizing time and strength in the arrangement of the house and utensils and in organizing household work. (353, 270, 342).
- 2 Most economical stoves and lighting devices, their care, etc.
- 3 Use of fireless cooker, argument for and against.
- 4 Care of drains and garbage disposal.
- 5 Removal of dust, proper ventilation, rugs, carpet, sweeping, dusting, etc.
- 6 Canning and preserving (175, 203, 359).
- 7 Principles of nutrition and nutritive value of foods (34, 85, 93, 112, 121, 128, 142, 182, 244, 249, 256, 293, 332, 363, 391).
- 8 School lunches.
- 9 Household decoration.
- 10 Best flowers to raise for interior and outside purposes.
- 11 Use of "parlor" and kitchen.
- 12 How to keep children at home and interested in farm work.
- 13 Food adulterations and sanitation in neighboring states.
- 14 School and home sanitation and flies.
- 15 Neighborhood beautification and housekeeping.
- 16 "The laws of Idaho that pertain to women and children."

A Parent-Teacher Association is a national movement and has for its primary object the intelligent cooperation of parent and teacher in the education of the child. Mother's meetings in which home, school and child welfare problems are informally discussed might lead to a permanent organization. The following topics are suggested for general discussion by mothers and teachers:

- 1 The sex hygiene problem. When and how is information to be given? Books that will be helpful.
- 2 Suitable home tasks for children. The purpose of home credit work in schools.
- 3 Training children in manners.
- 4 Games for winter evening and rainy days.
- 5 How to deal with children of the adolescent age.
- 6 Books for different ages of children. How children are to get the reading habit.
- 7 Study of children's diseases—adenoids, catarrh, defective eyesight and hearing.
- 8 Home study. How parents can help. Danger of too much help.
- 9 Modern methods of teaching primary reading. Why phonics is taught.
- 10 Noon lunches.

The Grange

Every rural district should ally itself with some national agricultural organization such as the Grange or Farmers' Union. The educational, social and commercial work of the Grange in the last thirty years has made itself felt as no other country institution. "Wherever it is firmly established, it revolutionizes the life of a community. It stands for improved parcel post, woman suffrage, stringent forest reserve laws, the improvement of waterways and federal aid for road building." The social life brings about a neighborly understanding and a co-operative community spirit. A sample copy of the National Grange Monthly, published in Westfield, Massachusetts, will give information in regard to the organization of local branches. Organizers sent out by the State Master will be sent to any district that expresses the desire for an organization. A teacher may both directly and indirectly create a sentiment for some such movement and after the way has been prepared the responsibility of organizing and carrying on the work may be left to others.

Conclusion

In all work along the social center lines, the more a teacher can get others to do the work which she starts the more successful the undertaking will be. It is the teacher's problem to arouse interest in forming an organization and in most cases to take the initiative in the first steps of such an organization. Nowhere is it more true that he who gives receives twice again that which he gives.

The need and purpose of country social life is well expressed by Sir Horace Plunkett in his book, *The Rural Life Problem of United States*: "Once get the farmers and their families all working together at something that concerns them all, and we have the beginning of a more stable and a more sociable community than is likely to exist amid the constant change and bustle of the large town, where indeed some thinkers tell us that not only the family, but also the social life, is badly breaking down. When people are really interested in each other—and this interest comes of habitually working together—the smallest personal traits or events affecting one are of interest to all. The simplest piece of amateur acting or singing, done in the village hall by one of the villagers, will arouse more enthusiasm among his friends and neighbors than can be excited by the most consummate performance of a professional in a great city, where no one in the audience knows or cares for the performer."

We want two changes in the rural mind—not omitting the rural teacher's mind. First, the interest which the physical environment of the farmer provides to followers of almost every branch of science must be communicated to the agricultural classes according to their capacities. Second, that intimacy with and affection for nature, to which Wordsworth has given the highest expression, must in some way be engendered in the rural mind. In this way alone will the countryman come to realize the beauty of the life around him, as through the teaching of science he will learn to recognize its truth."

It seems to me that making the country school the center for development of appreciation of natural beauty is an opportunity for getting "the farmers and their families all working together at something that concerns them all."

APPENDIX

Field Day and Play Picnic for Country Children

Below is a condensed copy of the program given by 3000 country children and adults at the State Normal School, New Paltz, N. Y. Invitations were sent through the Country School Athletic League of Ulster County. Teachers were urged to have the children come prepared to play at least one game. School trustees, pastors of the churches and masters of the granges were invited to help. Type written copies of games and folk dances specially adapted for use in country schools were sent out to country school teachers.

Among the competitive games, captain's ball, prisoner's base, robber barons and relay races were recommended: These games were to be played by opposing teams of eight or more each. Games in which the team element does not enter were also recommended, such as fishes swim, hair in the patch, cat and mouse, three deep last pair pass, duck on the rock, statues or steps, etc. In addition to plays and games there were other athletic events, some of which were open only to girls. These were: Potato race, short distance relay race, basket ball throwing. Adults, not connected with schools, took part in other events, as follows: Tug of war; 12-lb. shot put; obstacle race; sack race. It was urged in the circular that there be local teams for these events. Winners were awarded pennants, which were placed as trophies in their respective schools.

Program

THE ASSEMBLY—10:30 A. M.

Flag raising, with marching, flag salute, and patriotic songs.
Maypole dances by different schools.

GROUP I—11 A. M.

- 1 (a) Kindergarten children: 1. Honey pot and other games. 2. Folk dances.
(b) 12-pound shot-put; all over 115-pound class.
- 2 Captain ball. Eighth grade girls.
- 3 (a) Running high jump; adults.
(b) Running broad jump; 115-pound class.
- 4 (a) 50-yard dash; 80-pound class. Trials.
(b) 60-yard dash; 95-pound class. Trials.

GROUP II—11:30

- 1 (a) Primary children: singing games.
(b) 12-pound shot-put, adults.
- 2 Potato race (for girls only). (a) Girls under 10;
(b) Girls over 10.
- 3 (a) Running broad jump; 80-pound class.
(b) Running high jump; 95-pound class.
- 4 (a) 70-yard dash; 115-pound class. Trials.
(b) 100-yard dash; all over 115-pound class. Trials.
- 5 Potato-spearing race on horseback. Open to all riders.

Intermission Lunch

GROUP III—1:30 P. M.

1. (a) Prisoners' base. Two halves of ten minutes each will be played.
- 2 (a) Primary children. (1) Here we come gathering boughs of May.
(2) Three deep. (3) Miscellaneous games by the younger children of visiting schools.
- 3 Baseball throwing; girls.
- 4 Tug of war; adults.
- 5 (a) 50-yard dash; 80-pound class. Finals.
(b) 60-yard dash; 95-pound class. Finals.
(c) 220-yard dash; all over 115 pound class.

GROUP IV—2 P. M.

- 1 (a) Games for little children: London bridge. 2. The jolly miller.
3. Fisher swim.
- 2 Flag relay races for girls of seventh and eighth grades of all schools.
- 3 Running broad jump; adults.
- 4 (a) 70-yard dash; 115-pound class. Finals.
(b) 100-yard dash; all over 115-pound class. Finals.

GROUP V.—2:30 P. M.

- 1 (a) Prisoners' base. Two halves of ten minutes each.
(b) 8-pound shot put; 115-pound class.
- 2 (a) Basket-ball relay races. Fifth and sixth grade girls.
(b) Relay races by teams from visiting schools.
- 3 Running high jump; all over 115-pound class.
- 4 100-yard dash; adults.

GROUP VI—3 P. M.

- 1 Miscellaneous games open to all: Valley ball, tether ball, badminton, playground ball, quoits, ring toss, archery.
- 2 (a) 360-yard relay race; four boys on a team; 80-pound class.
(b) 440-yard relay race; four boys on a team; 95-pound class.
(c) 880-yard relay race; four boys on a team; 115-pound class.
(d) 880-yard relay race; four boys on a team; all over 115-pound class.

GROUP VII—3:45 P. M.

- 1 (a) Bicycle race; boys. (b) Bicycle race; girls.
- 2 Obstacle race.

Rural School Game Contest

(As given in the Plays and Games Number of the Kansas State Normal School bulletin, Emporia, Kansas).

PROGRAM.

- 1 Team Race Against Time (fifty yards).
Boys and girls (equal number); any grade. Each team runs, one at a time, from the start to the finish line; the total time for the team is taken. Two races are run; if there is a tie a third race is run. Winning two out of three counts five points.
- 2 Snatch the Handkerchief.
Boys and girls; first, second and third grades. Sides even in number. The group first taking three prisoners wins the point. Two out of three trials. Game counts five points.
- 3 Leap-Frog Race.
Boys; fourth, fifth, sixth, seventh and eighth grades. Two out of three trials. Game counts 5 points.
- 4 Eraser Relay Race for Boys.
Equal number of boys on each side; all grades. Three erasers to be carried from one hole to another, fifty feet apart, by each runner. Two out of three trials. Game counts 5 points.
- 5 Eraser Relay Race for Girls.
Rules the same as for boys' contest.
- 6 Hustle Eraser Race.
As many as possible from each side to enter; any grade. Head of line to be fifty feet from touching goal. Each one in line to touch each eraser as it passes. Game counts 5 points.
- 7 Dodge Ball for Girls.
Girls; fourth, fifth, sixth, seventh and eighth grades. Equal number on each side. Ball to be thrown to strike below the knee. The side keeping the player in the ring longest, or having the largest number of players in the ring at the end of five minutes, wins. Game counts 5 points.
- 8 Dodge Ball for Boys.
Rules same as for girls, except ball is to be thrown to hit any part of body.
- 9 Noncompetitive Games.
Boys and girls of any grade. Three deep. Whip tag.
- 10 Anyway Ball or German Ball.
Boys and girls; fourth; fifth, sixth, seventh and eighth grades. Three innings to be played. (Each side coming to bat three times). Winning the game counts five points in the contest.

ARBOR DAY PROGRAM.

The following is taken from suggestive program given in the New Jersey Arbor Day bulletin for 1913.

- 1 Remarks by the teacher or a member of the school board on the value of teaching the useful and beautiful as well as the classical and historical.
- 2 Have a boy who has made a bird box tell how bird boxes are a protection to young birds, and how he made his.
- 3 Have some of the best tree planters tell how to plant a tree—preparation of soil, roots, pruning and actual planting.
- 4 Announcement of outlines of contests in school or home gardening, corn growing or other work the school may be planning.
- 5 Debate, "Are crows more harmful than beneficial to man." (In place of crows may be substituted blackbirds, or hawks, or English sparrows.)

- 6 Have a pupil describe how to test seed corn by the individual ear method.
- 7 Have two pupils tell of the two types of insect moths, each telling how to control such insects.
- 8 Have three pupils stand and each take one part.
 - (a) Use of vines to beautify the grounds at school or home, and name some vines to use in certain places.
 - (b) Use of trees in same way.
 - (c) Use of shrubs in same way.

Outline of Constitution and By-Laws for a Small Club

(From Neighborhood Entertainments by Renie B. Stern.)

- Article I. Name.
 Article II. Object.
 Article III. a. Officers: Election and duties.
 b. Executive Board: Composition and duties.
 Article IV. Method of election to membership.
 Article V. Annual meeting date.
 Article VI. Method of amendment of constitution.

BY-LAWS.

- Article I. Date of regular meetings.
 Article II. Special meetings.
 Article III. Committees: Appointment and duties.
 Article IV. a. Annual dues; b. Date by which dues must be paid;
 c. Forfeiture of membership for non-payment of dues;
 d. Resignations.
 Article V. Guests.
 Article VI. Quorum.
 Article VII. Method of Amendment of By-Laws.
 Article VIII. Roberts' Rules of Order shall govern the meetings of the Club, where not inconsistent with its laws.

RURAL SCHOOL MAY FESTIVAL.

(Briggsville, Mass. See School Arts Book, April, 1912).

GIVEN IN COSTUME.

- 1 Procession—Queen accompanied by attendants, crown-bearer, guards and pages.
- 2 Crowning the Queen, school singing "We Crown Thee," at the foot of the throne.
- 3 Flower Parade—Prizes offered for two most artistically decorated vehicles (carts, doll carriages, bicycles, etc.).
- 4 Winding the May Pole Primary Children
- 5 Hopp Mor Annika—Swedish Upper grades
- 6 The Chimes of Dunkirk—Scotch Primary children
- 7 Reap the Flax—Swedish folk dance Older girls
- 8 Blecking—Swedish folk dance Primary children
- 9 Oxdansen—Swedish folk dance Older boys
- 10 Varsouvienne—Polish folk dance Upper grade girls
- 11 I See You—Singing game Little children
- 12 Scotch Reel Upper grade girls
- 13 Shoemaker's Dance—Danish folk dance Upper grades
- 14 Carrousel—Swedish folk dance Primary children
- 15 Highland Fling—Scotch folk-dance Upper grades
- 16 Winding the May Pole Upper grades

VICTOR RECORDS (November, 1913).

Victor Talking Machine Co., (Records in list are 75 cents each).
(Send for catalog "The Victor on the Playgrounds").

FOLK DANCES.

Ace of Diamonds (Danish) *and* Tarantella (Italian).
Blecking (Swedish) *and* Fjällnåspoleka (Mountain Polka-Swedish).
Carrousel (Merry-Go-Round—Swedish) *and* Morris Dance (English)
Country Dance—Pop Goes the Weasel *and* Norwegian Mountain
March.
Csárdás (Hungarian) *and* Oxdansen (Swedish).
Dance of Greeting (Danish) *and* I See You (Swedish Singing Game)
Guståfs Skål (Swedish) *and* Kulldamen (Swedish).
Highland Fling (Scotch) *and* Kamarinskaia (Russian).
Irish Lilt *and* (2) Highland Schottische *and* Hopp, Moc Annika (Swedish).
Kinderpolka (German) *and* (2) Chimes of Dunkirk *and* Migarepolska
(Swedish).
Klappdans (Swedish) *and* Shoemaker's Dance (Danish).
May Pole Dance—Bluff King Hal (English) *and* Minuet—Don Juan
by Mozart (English).
Reap the Flax (Swedish) *and* St. Patrick's Day (Irish Jig).
Ribbon Dance *and* The Four Dance (Danish).

MARCHES FOR SCHOOL USE (\$1.25 each).

Battleship Connecticut March *and* Under the Double Eagle.
High School Cadets March *and* Semper Fidelis March.
King Cotton March *and* Officers of the Day.
Washington Post March *and* Lights Out March.
Soldiers' Chorus (from Faust) *and* Onward Christian Soldiers.
Our Director March *and* Royal Trumpeters March.
(See Victor Catalog for list of records of school songs).

Christmas Hymns, Carols and Songs

Most of the hymns and several of the carols and songs are in the Abridged Academy Song Book, published by Ginn & Co. Price 75 cents. "Christmas Carols and Traditional Melodies Arranged for Sunday School, Choir, and General Use," Sets I and II contain many old favorites. These are published by G. Schirmer, New York. See Popular Educator, December 1913, for suggestion for "Illustrated Christmas Carols and Hymns."

Hark the Herald Angels Sing (Mendelssohn)
Joy to the World (Chesterfield).
Angels from the Realm of Glory (Regent Square)
Come Hither, Ye Faithful (Adeste Fideles).
Sleep, My Savior, Sleep.
Holy Night, Peaceful Night.
As with Gladness Men of Old.
We Three Kings of Orient Are.
Sing, O Sing This Blessed Morn (Roper).
O Little Town of Bethlehem (Words by Phillips Brooks).

It Came Upon the Midnight Clear (Willis).
 Once in Royal David's City (Gauntlett).
 Watchman, Tell Us of the Night.
 While Shepherds Watched Their Flocks by Night.
 Good King Wenceslas.
 As Joseph Was A-Walking.

The following are from "Songs of the Child World"—Riley and Gaymoe. Suitable for lower grades.

Book I.

A Letter to Santa Claus.
 Merry Christmas.
 The Legend of the Christmas Tree.
 Christmas Carol.

Book II.

Christmas Carol.
 Christmas Joys.
 Christmas Secrets.
 Christmas Secrets.

CHRISTMAS PLAYS, CANTATAS, ENTERTAINMENTS, ETC.
 Holiday Dialogues from Dickens—Walter H. Baker & Co., Boston.

Contains three short plays—"Christmas Carol," Price 15 cents.
 "Cricket on the Hearth" and "The Battle of Life."

A Surprised Grumbler—Christmas cantata for intermediate grades.

The Garden of the Christmas Fairy—Ladies' Home Journal, December 1912.—A cantata for ten children and chorus.

Christmas Gifts of all Nations—Ladies' Home Journal, December, 1912.—Fifteen or more necessary for this play. Ambitious but short.

What Kind of a Christmas Party Can I Give?—Ladies' Home Journal, December, 1912.—Pantomime and games.

The Christ Child in Picture and Song—Ladies' Home Journal, December, 1912.—Suggestions for entertainment by use of stereopticon to show religious pictures.

The Greatest Gift—Ladies' Home Journal, December, 1913.—Ambitious play for many performers.

Ten Christmas Parties—Ladies' Home Journal, December, 1913.—Suggestions for entertaining.

Christmas in the Sunday School—Ladies' Home Journal, December, 1913.—Program and suggestions for entertaining.

Christmas in other lands—Plan Book by Marion George, published by A. Flanagan Co., Chicago Popular Educator, December, 1913.

In the Great Walled Country—Popular Educator, December, 1913.—Suggestions for dramatization.

The Discontented Pine Tree—Popular Educator, December, 1913.—Simple dramatization for little children.

Illustrated Christmas Carols and Hymns—Popular Educator, December, 1913.—Songs and hymns illustrated by tableaux.

PLAYS FOR COLUMBUS DAY.

Story of Columbus Dramatized—The School Century Magazine, September, 1913.—For middle and upper grades.

The Indians and Columbus—Primary Education, October, 1913.—History dramatized by primary children.—Good ideas for costuming.

The Landing of Columbus.—Primary Education, October, 1913.—Play for third grade.

HALLOWE'EN ENTERTAINMENTS.

- What Kind of a Party Can I Give? Ladies' Home Journal, October, 1912.—Suggestions for an informal gathering.
 The Hallowe'en Party Table.—Ladies' Home Journal, October, 1912.—Suggestions for decorating.
 Brownie Night.—Ladies' Home Journal, October, 1913.—Hallowe'en entertainment for rural schools.
 The Hallowe'en Party.—Ladies' Home Journal, October, 1913. Ideas for an informal party.

THANKSGIVING.

- A Thanksgiving Festival—Ladies' Home Journal, November, 1913.—For upper grades and older people.—Illustrations good.
 Hiawatha.—Dramatization by Houghton, Mifflin Co., Price 15 cents.—For upper grades.
 Indian legends in "Wigwam Stories and "Indian Myths."
 Thanksgiving Entertainment in Picture and Story.—Ladies' Home Journal, October, 1912. See The Minister's Social Helper, p. 40.
 Hiawatha.—Ladies' Home Journal, March, 1913.—Dramatization (for rural schools.—Illustrated.
 Rose of Old Plymouth—Play for upper grades—mostly boys—Dramatic Publishing Company, Chicago.

PICNICS, FESTIVALS, OUT-OF-DOOR ENTERTAINMENTS, ETC.

- A Play Pageant—Primary Education, June, 1913. For young children.
 Health and Play—Primary Plans, 1913. Indian games and dances.
 Closing Day in the Rural School—Ladies' Home Journal, June, 1913. Suggestions for exhibit and picnic.
 Rural School May Festival—School Arts Book, April, 1912. Folk dances without a musical instrument.
 To Give a Pageant in a Small Town—Ladies' Home Journal, February, 1913.
 Mother Goose's "Moving-Picture" Show—Ladies' Home Journal, July, 1913.
 When the Children Romp—Ladies' Home Journal, July, 1913. Social Games for children.
 Our Play Day—Primary Education, June, 1913. Outdoor celebration for little children.

PATRIOTIC DRILLS, PLAYS, ETC.

- Yankee Doodle March—Primary Education, June, 1913.
 Our First Flag—Primary Education, February, 1913. A short play for three little children.
 Fancy Marches in the class-room—Primary Education, February, 1913.
 Nathan Hale—A play for upper grades. March Bros., Lebanon, Ohio.
 Man Without a Country—A play for middle and upper grades—March Bros., Lebanon, Ohio.

AMATEUR THEATRICALS.

- Publishers of Plays for Amateurs: Walter H. Baker & Co., Boston; Samuel French, New York; March Bros., Lebanon, Ohio; Dramatic Publishing Co., Chicago; Dick & Fitzgerald, New York; Edgar L. Werner & Co., New York.

A FEW GOOD PLAYS FOR CHILDREN.

- Book of Plays for Little Actors, American Book Co., 30 cents.
 Little Men, Harper Bros., New York, 50 cents.

- Little Women, Harper Bros., New York, 50 cents.
 Hiawatha, Houghton Mifflin & Co., 15 cents.
 Holiday Dialogues from Dickens—The Christmas Carol, Cricket on the
 Hearth, and the Battle of Life. Walter H. Baker & Co., Boston.
 Nathan Hale, March Bros., Lebanon, Ohio.
 Man Without a Country, March Bros., Lebanon, Ohio.
 (See list of plays under title, "The Best Plays for Amateur Actors,"
 Ladies' Home Journal, October, 1912).

BULLETINS AND PAMPHLETS ON PLAY GROUNDS AND RURAL RECREATION.

- Plays and Games—Bulletin by Wisconsin Department of Education, Madison, Wisconsin.
 Plays and Games—Bulletin by State Normal School, Emporia, Kansas.
 Athletic Handbook for the Philippine Public Schools Bureau of Education.
 Social Plays, Games, Marches, Old Folk Dances and Rhythmic Movements.—Government Printing Office, Washington, D. C. Price 10 cents. (Remittance can be made by postal or express money order, Stamps will not be accepted.)
 What to do at Recess—Johnson-Ginn & Co., Chicago. Price 25 cents.
 Spalding's Athletic Library—American Sports Publishing Co., New York.
 Each of the following titles is paper bound and lists at ten cents.
 A complete list of titles in the series can be secured from the publishers.
 No. 1. Spalding's Official Base Ball Guide.
 No. 202. How to Play Base Ball.
 No. 157. How to Play Lawn Tennis.
 No. 193. How to Play Basket Ball.
 No. 246. Athletic Training for School Boys.
 No. 313. Official Handbook of Public School Athletic League.
 No. 314. Official Handbook of Girls' Branch of Public School Athletic League.
 No. 331. School yard Athletics.
 Field Day and Play Picnic for Country Children—Charities Publication Committee, New York, Paper, 10 cents.

The following list of pamphlets are published by the Playground Association of New York, 11 Madison Ave. The prices are usually 5, 10 or 15 cents.

- Some Inexpensive Playground Apparatus. Price 15 cents.
 Course in Play for Grade Teachers. Price 15 cents.
 Report of the Committee on Athletics for Boys. Price 5 cents.
 Report of the Committee on Athletics for Girls. Price 5 cents.
 Report of the Committee on Folk Dancing. Price 5 cents.
 American Field Day—A Field Day of the People, by the people, and for the people.
 Athletics for Country Districts—Athletic work of the Y. M. C. A. in Vermont.
 Conference of Rural Community Leaders.
 Country Pastor and Community Recreation—Opportunities and achievements of country pastors.
 A Country Play Picnic.
 Country School Fairs.
 Discussion of the Recreational Resources of Rural Communities.
 Farm Demonstration Work and Country School Fairs in Virginia.
 Hesperia Movement—Meeting for recreation and improvement.

Higher Standards of Citizenship Made Possible by Rural Recreation Centers.

Organizer of Rural Recreation.

Play and Recreation in Our Country Life.

Recreation Activities of the Country Y. M. C. A.

Recreation of the Farmer's Wife.

Recreation of the Farm Woman.

Recreational Resources in a Rural Community.

A Rural Community Center.

The Rural Pageant.

Rural Recreation Through the Grange.

Rural World at Play.

Solving the Rural Recreation Problem.

Camp Fire Girls—Gulick.

Extract from a Letter from a Boy Scout—The "hike" from the boy's point of view.

Problems in Dramatic Play—Mrs. Howard Brancher.

Folk Dancing as a Means of Family Recreation in the Home.

BOOKS ON GAMES, FOLK DANCING, ATHLETICS, ETC.

Boy Scouts of America—Seton and Baden-Powell,

Published by Doubleday, Page & Co., New York, 25 cents.

Education by Plays and Games—Johnson.

Published by Ginn Co., 90 cents.

Children's Singing Games—Old and new—Hafer.

A. Flanagan Co., Chicago. Paper 50 cents.

Games for the Playground, Home, School and Gymnasium.

Bancroft-Macmillan Co., \$1.65.

The Folk Dance Book—Crampton.

The A. S. Barnes Co., New York, \$1.25.

May-Pole Possibilities—Lincoln.

American Gymnatia Co., Boston, Mass.

The Festival Book—Lincoln.

(It can be procured from A. C. McClurg, Chicago or any other large publishing house.)

The Book of Camp Fire Girls, published by George H. Doran Company, New York. Paper 25 cents.

Bulletins of the Bureau of Education

The following list of bulletins are helpful to rural teachers. Those that are starred are especially recommended. If costs are not given, they will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Others may be had of the Superintendent of Documents, Washington, D. C., upon payment of the price stated.

Course of Study for Rural School Teachers, 5 cents.

*Peace Day—Fannie Fern Andrews, 5 cents.

The Montessor's System of Education—Smith, 5 cents.

*Teaching Language through Agriculture and Domestic Science—Leiper, 5 cents.

Cultivating School Grounds in Wake County, N. C.

Training Courses for Rural Teachers—Monahan.

The Status of Rural Education—Monahan.

- *The Promotion of Peace—Fannie Fern Andrews.
- *Good Roads Arbor Day—Lipe, 10 cents.
- The Reorganized School Playground—Curtis.
- **An Experimental Rural School at Winthrop College.
- **Agriculture and Rural Life Day.

BULLETINS OF THE BUREAU OF INDIAN AFFAIRS.

These may be had of the Superintendent of Documents, Washington, D. C., upon payment of the price stated.

- Some Things that Girls Should Know How to Do. 5 cents.
- *Synopsis of a Course in Sewing. 10 cents.
- *Farm and Home Merchants. 15 cents.
- *Social Games, Play, Marches, Old Folk Dances, etc. 10 cents.
- Outline Course in Housekeeping. 5 cents.

Literature for Parent Teacher Association

Literature that will be helpful in its suggestions for organizing a Parent Teacher Association or Mothers' Club may be obtained from the following sources:

National Congress of Mothers, 806 Loan and Trust Building, Washington, D. C.

The Home and School League, 112 South Thirteenth St., Philadelphia, Pa.

The Home and School Association, 405 Marlborough St., Boston, Mass.

Two Bulletins that are especially recommended are:

"How to Organize Parent-Teacher Associations," published by the National Congress of Mothers. Price 2-cent stamp.

"How to Conduct Mothers' Clubs," published by American Motherhood, Coopertown, N. Y. Price 8 cents.

("The Child Welfare Magazine," the organ of the National Congress of Mothers, is published monthly by J. B. Lippincott Co., 227 South Sixth St., Philadelphia. Price \$1.00 per year)

LITERATURE DEALING WITH INTERNATIONAL PEACE

Peace Day—Fannie Fern Andrews, 5 cents.

Superintendent of Documents, Washington, D. C.

The Promotion of Peace—Fannie Fern Andrews.

Commissioner of Education, Washington, D. C.

Bethink Yourselves! Leo Tolstoi, 10 cents.

International School of Peace, 29a Beacon St., Boston, Mass.

A League of Peace—Andrew Carnegie, 10 cents.

Same as above.

The Historic Development of the Peace Idea—Trueblood.

American Peace Society, 31 Beacon St., Boston. 5 cents.

A Primer of the Peace Movement—Lucia Ames Mead.

American Peace Society.

Lay Down Your Arms—Baroness von Luttnes, 65 cents.

American Peace Society.

A Congress of Nations—Elihu Burritt, 5 cents.

American Peace Society.

Teaching Peace in the Public Schools, State Normal School, Cheney, Wn.

LITERATURE ON RURAL SOCIAL CENTER WORK.

Neighborhood Entertainments—Renie B. Stern.

Sturgis & Walton Co., New York, 75 cents.

Good suggestions for special day celebrations, games and other forms of entertainment for informal gatherings.

The following may be procured from the University Extension Divisions, University of Wisconsin, Madison, Wisconsin:

The Rural Awakening. Price 5 cents.

The Social Center and the Farmer's Home. Price 5 cents.

Social Center Work in the Southwest. Price 5 cents.

(See list of bulletins and pamphlets on Playground and Rural Recreation).

Organizing Country Clubs, Illinois State Normal University, Normal, Illinois.

Aids to Debaters

The bulletins listed below are published by the Extension Division of the University of Wisconsin. Copies will be mailed upon receipt of list price.

Principles of Effective Debating, 15 cents.

Debating Societies, organization and procedure, 10 cents.

How to Judge a Debate. 10 cents.

School Literary Societies. 10 cents.

Farmers' Clubs, organization and programs. 5 cents.

Consolidation of Rural Schools, Free Text Books. 5 cents.

Restriction of Immigration, with references. 5 cents.

Simplified Spelling, with references. 5 cents.

MISCELLANEOUS LIST OF BULLETINS FOR COUNTRY TEACHERS.

Domestic Science in Rural Schools, Lewiston Normal School.

Rural School Lunches, University of Idaho.

Good Lunches for Rural Schools without a Kitchen, by Ellen Richards. Whitcomb & Barrows, Boston, Mass. 10 cents.

Lunches in the Country and Graded Schools, State Normal School, Macomb, Illinois.

Hot Lunches in Country Schools, State Normal School, Cheney, Washington.

Morning Exercises in Country Schools, State Normal School, Macomb, Illinois.

School and Home Garden, State Normal School, Cheney, Washington.

Spring Bulbs, State Normal School, Cheney, Washington.

Home Nature Study Leaflets, Cornell University, Ithaca, N. Y.

Rural School Leaflets, Cornell University, Ithaca, N. Y.

Farmers' Reading Course Leaflets, Cornell University, Ithaca, N. Y.

Country Teachers' Association of Illinois, State Normal School, Macomb, Illinois

Industrial and Social Work in the Elementary School.

(9 Series of four bulletins) State Normal School, Macomb, Illinois.

Possibilities of the Country Home, University of Illinois, Urbana, Illinois.

Centralized Schools in Ohio. University of Ohio, Columbus.

Consolidation of Country Schools, University of Illinois, Urbana.

SCHOOL BUILDINGS, VENTILATING SYSTEM, ETC.

The Cornell Rural School House—Descriptive Circular with plans, cost, etc. Cornell University, Ithaca, N. Y.

Model Rural School of the Missouri State Normal School at Kirksville, Missouri. Bulletin containing diagrams and photographs published by the Normal School.

The One-room and Village Schools of Illinois. Contains plans and cost of a model rural school building. A bulletin issued by the State Department of Education, Springfield, Ill.

Heating and Ventilation of Small School houses. A bulletin issued by the State Department of Education, Springfield, Ill.

(Cardboard model rural school houses will be sent to superintendents, trustees and teachers on application to the Department of Education, Washington, D. C.)

BOOKS ON COUNTRY LIFE FOR RURAL TEACHERS.

Country Life and the Country School, by Miss Mabel Carney. Row, Peterson & Co., Chicago. \$1.25.

One of the best books of its kind. Every country teacher should own this book.

The Corn Lady, by Jessie Field. A. Flanagan Co., Chicago. 50 cents. The letters of a country teacher to her father, showing how she adapted all work to fit country conditions. Full of inspiration. Very concrete.

The Country Life Movement, by L. H. Bailey, Macmillan Co., New York. \$1.25. The author is considered one of the leading authorities on the rural life movement.

Chapters in Rural Progress, by K. L. Butterfield. The University of Chicago Press. \$1.00. A statement of conditions and of farm life and progress of the rural life movement.

Jean Mitchell's School, by Angelina Weay. Public School Publishing Co., Bloomington, Illinois. \$1.00. A helpful book for young teachers.

The American Rural School, by Harold W. Foght. Macmillan Co., New York. \$1.25. Chiefly on Rural School administration.

Among Country Schools, by O. J. Kern, Ginn & Co., Chicago. \$1.25. Profusely illustrated book on country school problems.

Adventures in Contentment, by David Grayson. Doubleday, Page & Co., Garden City, Long Island, N. Y. \$1.20. Whitcomb & Barrows, Boston, Mass. 50 cents.

One Woman's Work for Farm Women, by Jennie Buell. An account of the work of a Rural Worker.

MISCELLANEOUS BOOKS FOR FARMERS AND RURAL WORKERS.

Roads, Paths and Bridges, by Logan Waller Page, Sturgis & Walton Co., New York. 75 cents.

The Country Church and the Rural Problem, by K. L. Butterfield. University of Chicago Press. \$1.00.

The Church of the Open Country, by Warren H. Wilson. Missionary Education Movement of the United States and Canada. 50 cents.

The Rural Life Problems in the United States, by Sir Horace Plunkett. Macmillan Co., New York. \$1.25.

The Farmer and the State, by L. H. Bailey. Macmillan Co., New York. \$1.25.

The Training of Farmers, by L. H. Bailey. The Century Co., New York. \$1.00.

Cooperation Among Farmers, by John Lee Coulter. Sturgis & Walton, New York. 75 cents.

The Healthful Farmhouses, by Mrs. Helen Dodd. Whitcomb & Barrows, Boston. 60 cents.

Teachers Bulletins

The following bulletins, issued by the United States Department of Agriculture, will be sent free on request. Send for Circular 94, "Free Publications of the Department of Agriculture, Classified for the Use of Teachers." Under the Department of Agriculture, there are eleven scientific bureaus: public roads, forest service, plant industry, animal husbandry, weather, soils, chemistry, statistics, biological survey and experiment stations. Each of these bureaus issues a list of its publication, both free and play. Every rural school library should have the bulletins as are found useful in the work of the school and homes.

CORN.

- Bulletin No. 199. Corn growing.
 229. The production of good seed corn.
 253. Germination of seed corn.
 272. A successful seed corn and hog farm.
 298. Food value of corn and corn products.
 303. Corn harvesting machinery.
 313. Harvesting and storing corn.
 409. School Lessons on corn. (Especially recommended).

DAIRYING AND THE DAIRY HERD.

- Bulletin No. 32. Silos and silage.
 42. Facts about milk.
 55. The dairy herd.
 63. Care of milk on the farm.
 106. Breeds of dairy cattle.
 166. Cheese making on the farm.
 241. Butter making on the farm.
 348. Bacteria in milk.

FARM ANIMALS.

- Bulletin No. 55. The dairy herd.
 96. Raising sheep for mutton.
 106. Breeds of dairy cattle.
 156. Scab in sheep.
 170. Principles of horse feeding.
 179. Horseshoeing.
 205. Pig management.

FOOD IN THE HOME.

- Bulletin No. 23. Canned fruit, reserves and jellies.
 29. Souring and other changes in milk.
 34. Meats, composition and cooking.
 62. Marketing farm produce.
 74. Milk as food.
 85. Fish as food.
 93. Sugar as food.
 112. Bread and bread making.
 121. Beans, peas and other legumes as food.
 125. Protection of food products from injurious temperatures.

- 128. Eggs and their uses as foods.
- 142. Principles of nutrition and nutritive value of foods.
- 175. Home manufacture and use of unfermented grape juice.
- 182. Poultry as food.
- 200. Cereal foods and their preparation.
- 203. Canned fruits.
- 220. Tomatoes.
- 256. Preparation of vegetables for the table.
- 289. Beans.
- 249. Cereal breakfast foods.
- 291. Economical use of meats.
- 295. Potatoes and other root crops as food.
- 298. Food value of corn and corn products.
- 299. Use of fruit as food.
- 332. Nuts and their uses as food.
- 359. Canning vegetables in the home.
- 363. Uses of milk as food.
- 375. Care of food in the home.
- 389. Bread and bread making.

FORESTRY.

- Bulletin No. 468. Forestry in nature study.
A primer of forestry—Parts I and II.

GENERAL.

- Bulletin No. 44. Fertilizers.
- 126. Practical suggestions for farm buildings.
 - 270. Modern conveniences for the farm home.
 - 317. The farm home.
 - 345. Some common disinfectants.
 - 459. House flies.

POULTRY.

- Bulletin No. 41. Fowls, care and feeding.
- 51. Standard varieties of chickens.
 - 64. Ducks and geese.
 - 141. Poultry raising on the farm.
 - 200. Turkeys, varieties and management.
 - 287. Poultry management.

HORTICULTURE.

- Bulletin No. 87. Orchards, cover crops and cultivation.
- 113. The apple and how to grow it.
 - 154. The home fruit garden.
 - 181. Pruning.
 - 198. Strawberries.
 - 213. Raspberries.
 - 283. Spraying for apple diseases.

INSECTS ON THE FARM.

- Circular No. 16. The larger corn stalk borer.
- 67. The clover root borer.
 - 73. The plum curculio.
 - 84. The grasshopper problem.
 - 87. The Colorado beetle (potato bug.)
 - 92. Mites and lice on poultry.
 - 98. The apple tree tent caterpillar.

- Bulletin No. 99. Three insect enemies of shade trees.
 132. Insect enemies of growing wheat.
 196. The usefulness of the American toad.
 275. The gypsy moth.
 284. Insect enemies of the grape.

POTATOES.

- Bulletin No. 35. Potato culture.
 56 and 316. Potato scab.
 91. Potato diseases.
 251 and 320. Potato spraying.

PUBLIC ROADS.

- Bulletin No. 48. Repair and maintenance of highways.
 311. Sand-clay and burnt-clay roads.
 321. The use of the split-log drag on earth roads.
 338. Macadam roads.
 505. Benefits of improved roads.

SCHOOL AND HOME GARDEN.

- Bulletin No. 94. The vegetable garden.
 154. The home fruit garden.
 218. School gardens.
 255. The home vegetable garden.

WEEDS.

- Bulletin No. 28. Weeds and how to kill them.
 86. Thirty poisonous plants.

LIST OF FIRMS HANDLING INEXPENSIVE REPRODUCTIONS OF FAMOUS PICTURES, CASTS, ETC.

- Perry Picture Co., Malden, Mass. Reproductions of famous pictures, persons and places. Price, 1 cent each, in lots of 25 and over; 120 for \$1.00. Large size pictures for framing 75 cents and \$1.50 each. Illustrated catalog.
- John W. Graham & Co., Spokane, Washington. Large size photogravures, carbons and steel engravings. Prices range from \$1.00 to \$10.00. Frames from \$1.50 to \$8.00. Illustrated catalog.
- G. P. Brown & Co., 38 Lovett St., Beverly, Mass. Pictures one cent each; 120 for \$1.00. Illustrated catalog.
- Cosmos Picture Co., 119 West 25th St., New York. Ten pictures, standard size, for 25 cents; 50 pictures \$1.00.
- A. W. Elson & Co., 146 Oliver St., Boston, Mass. Photogravures on etching paper, ten cents each.
- A. W. Mumford & Co., 378 Michigan Ave., Chicago, Ill. Colored pictures of birds, mammals, insects and plants, 2 cents each; \$1.80 for 100.
- P. P. Caproni & Co., Boston, Mass. Casts and bas-reliefs. Illustrated catalog.
- Singer Sewing Machine Co., Manhattan Borough, New York. Pictures of United States scenery in sets of ten, 18 cents for postage.
- Detroit Publishing Co., Detroit, Mich., Souvenir Postal Cards covering travel in various countries and portraits of famous people. 10 for 25 cents.
- C. M. Parker, Publisher Taylorville, Illinois, Pictures and picture study leaflets arranged by grades. Price 15 cents a dozen copies or \$1.00 a hundred.

Note: In framing pictures it is always in good taste to have the mat about the color of the middle tones of the picture with a plain wooden frame, the same shade or a little darker. If there are only a few figures in the picture and it has a good background as in Corot's picture or Millet's *The Angelus*, no mat is unnecessary.

RURAL SCHOOL LIBRARY LISTS.

- Rural School Book List—State Normal School, Lewiston, Idaho.
 School Libraries—State Normal School, Lewiston, Idaho.
 List of Books for School Children—State Department of Education, Lansing, Michigan.
 First Aid List of Children Books—State Normal School, Cheney, Washington.
 Suggestive List of Children's Books for a Small Library, Democratic Printing Co., Madison, Wisconsin. Compiled by Helen T. Kennedy.
 List of Books for Elementary Schools—Oregon Library Commission, Salem, Oregon.
 Illinois Pupils' Reading Circle Lists. F. A. Kendall, Naperville, Illinois. Free.
 The Use of the School Library in the Homes and Schools of Illinois. Bulletin issued by the State Department of Education, Springfield, Illinois.
 Progressive Purchase List for School Libraries—The H. W. Wilson Company, Minneapolis, Minn.
 Note: John W. Graham & Co., Spokane; A. C. McClurg, Chicago; and Chicago Book Supply Co., keep books of other publishers on hand.

PUBLISHERS OF SONG BOOKS AND SHEET MUSIC FOR RURAL SCHOOL USE.

- The music for the Junior Choirs organized by Rev. E. C. Knapp of Spokane may be purchased in sheets or full set of ten numbers for 25 cents from the Sunday School Supply Co., Spokane, Wash.
 Children's Singing Games Old and New—Mari Hofer. A. Flanagan Co., Chicago. 30 cents.
 Choice Songs for Intermediate Grades. Orville T. Brewer Publishing Co., Chicago. 15 cents.
 Songs of the Child World, Nos. 1 and 2. Riley and Gaynor. The John Church Co., Chicago. \$1.00 each. Excellent for lower grades.
 Songs in Season. George and Coonley. A. Flanagan Co. Price 15 cents.
 Favorite Songs and Hymns. J. P. McCaskey. American Book Co., San Francisco. Price 80 cents.
 The Abridged Academy Song Book. Livermore. Ginn & Co., Chicago. Price 75 cents.

SETS OF MUSIC READERS.

- Modern Music Series—Eleanor Smith, Silver Burdette & Co., Chicago.
 Primer. Price 25 cents.
 First Book. Price 30 cents.
 Second Book. Price 40 cents.
 Alternate Third Book. 50 cents.
 Fourth Book. Price 75 cents.
 New Educational Music Course—McLaughlin & Gilbert. Gim & Co., Chicago.
 First Reader. Price 30 cents.
 Second Reader. Price 30 cents.

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